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BOOK REVIEWS

Craftsmanship in Teaching. By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1911. Pp. ix+247. \$1.10.

To the student of education the appearance of a book which indicates the coming of a new member in the group of leaders in school problems is an interesting experience. Dr. Bagley's *Educative Process* and *Class Room Management* have given him high rank in this group. To many who have used these books with appreciation there has been some question over some of the results of the author's tendency to take seriously any waste arising in the practice of what is sometimes vaguely called "the new education." In the second work the desire to correct extravagances in the direction of spontaneity, interest, etc., led to a heavy stress upon habit, drill, and other aspects which are especially the concern of the conservative.

In the present work some of the same tendencies appear, but the author's general positions are established more sympathetically than in his more systematic writings. One gets here the process of the thinking and is led by suggestion to see an evident desire to state both sides of the account.

Nearly all of the twelve sections have been delivered as addresses before various educational societies and schools. Representative titles are "Optimism in Teaching," "The Test of Efficiency in Supervision," "The Scientific Spirit in Education," "A Plea for the Definite in Education," "The New Attitude toward Drill." Among other features one notes the large number of brief, suggestive statements of conclusions reached in educational psychology. There is need of a work giving to the ordinary teacher whatever results are clearly established in this field. This could well be drawn up in case form, similar to that used in legal compilations and in such a book as Devine's *Principles of Relief*. Further direct contributions are also found in Dr. Bagley's excellent concrete illustrations, which range from the placing of Darwin and Fechner in relation to the movement in the history of education to his cases of the effect of environment upon the characteristics of a particular Chinaman and the delightful sketch of the wanderer of sixty-five entering upon a normal-school course.

The first impression is that the author's new book is of much less value than what he has published before, but more consideration finds in it much greater significance than was at first evident.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

Educational Values. By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1910. Pp. xx+267. \$1.10 net.

The aim of this work is to formulate the fundamental bases for the organization of the curriculum in elementary and secondary schools. Approaching the educative process as a means for modifying conduct, the author deals in the first part of the book with the "controls of conduct." The inherited controls are the instincts. The acquired

conduct-controls include habits, ideas, ideals, tastes, and attitudes. It is impossible within the limits which the author has set himself to deal exhaustively with any of these topics, but most of the problems connected with them are touched upon, and the treatment will form a useful review. The importance of ideals, tastes, prejudices, and attitudes as ends is rightly emphasized, for too little attention has hitherto been paid to this aspect of the teaching process. By attitude, prejudices, tastes, etc., or *Bewusstseinslagen*, the general intellectual and emotional make-up which influences adjustment is referred to. In this connection one misses any reference to temperament, which may possibly be regarded as belonging within the same class of intangible controls of conduct. There is no doubt that the schools have neglected the task of instilling ideals, but if the "efficiency of ideals is largely dependent upon . . . the directness of their reference to felt needs" the schools as at present organized have no simple task to perform. The limitations of educative forces in modifying conduct, or the questions of heredity and environment, are treated in chapter vi, and a good résumé of the chief studies on heredity is given. Leaning as he does toward the influence of environment, it is not surprising to find the author insisting on the importance in a democracy of equality of educational opportunity. There is, however, a danger here of confusing equality of educational opportunity with political equality. It is for the educator, surely, to put forward a plea for schools separated, not according to class distinctions, but on the broad lines of intellectual differences.

The second part of the work is devoted to a discussion of functions and values in education. The ultimate aim of education, social efficiency, is ably treated as a criterion of value. A standard of reference having been established, the need for further subdivision into four types of values—utilitarian, conventional, preparatory, and socializing—does not seem clear. Social efficiency subsumes these values, even though no explicit definition is here given. Functions are the psychological results which the educative materials are intended to attain. The author distinguishes six types of functions according to the resulting types of conduct-control; these are the training, instructional, inspirational, disciplinary or indirect training, recreative, and interpretive functions. For purposes of method much is undoubtedly gained in clearness by such a classification. Hitherto it may be said that but three of these have been kept consciously in the foreground, but the essential importance of the different types of conduct-controls once admitted, the inspirational, recreative, and interpretive functions, leading to ideals, tastes, and attitudes, cannot be neglected. It is in connection with these, too, that a phase of education, also too long overlooked, namely, training in appreciation and for leisure, is emphasized. Each of the functions is examined in turn with reference to the social value realized in its fulfilment. Under the treatment of the disciplinary function, a good review, somewhat fuller than in the author's *Educative Process*, is given of the question of formal discipline, the experiments in connection therewith, and its present position. "The method and especially the spirit of instruction and training are the all-important factors in the fulfilment of disciplinary functions."

The influence of the school environment in supplementing the work of the classroom in instilling ideals and standards forms the subject of the final chapter. It is somewhat contradictory to find at the end of a work much of which deals with training in ideals that in those social relations, such as self-government, in which the efficiency of ideals in relation to felt needs might be tested the results have not come up to expectations. It is with all the more interest that one will look forward to the further

work in which the author promises to deal more fully with the methods of teaching. The present volume is full of suggestion to the teacher who desires a clear, analytical statement of the chief factors in the teaching process.

I. L. KANDEL

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Experiments in Educational Psychology. By DANIEL STARCH. New York: Macmillan, 1911. Pp. vi+183. \$0.90 net.

This book is a pioneer in the new field of educational psychology. The author was therefore confronted with the difficult task of selecting such experiments from the broad field of experimental psychology as would have a bearing upon education, or of devising new experiments. He had further to organize these experiments into a coherent course. The principle of selection and of organization is evident from an inspection of the topics which are treated and their order in the book. In general the subject-matter of the experiments consists in the psychological processes as they have been isolated and defined in general psychological analysis. Thus there are tests of sensation, imagery, learning, association, apperception, attention, memory, and work and fatigue. The course is introduced by an experiment on individual differences. It will be seen that the order of the topics is that followed in general psychological analysis. The purpose of the experiments may be said, then, to be the examination of such general psychological principles as have most direct bearing upon education.

This is one type of educational psychology. It may be pointed out that there is also another, and at least equally productive, type, which consists in the experimental analysis of specific educational processes, such, for example, as reading, writing, spelling, and counting. Certain types of statistical study which are psychological in their nature are also being effectively applied to the solution of educational problems.

It may be said in general that the experiments which the author has chosen have been well worked out and adapted to their purpose. One feature which may have been suggested by Seashore's *Experiments in Psychology*, and which will be found of great convenience, is that all the material or apparatus necessary for the experiments is furnished in the text or may be easily obtained. This has necessitated considerable skill in the selection and developments of methods. A good feature, which might have been still further extended, is the list of questions in application of the principles which have been determined, given at the end of some of the chapters. Another good device consists in a series of tables or figures showing typical results which have been obtained by the methods prescribed.

A few points of criticism in matters of detail may be made. In the opposite test it seems to the reviewer to vitiate the experiment to have the observer write his answers, since there is time while writing one opposite to think of the next one, and there is as a result a test of speed of writing instead of a test of association. The experiment on the vividness of mental images seems too elaborate for its purpose in such a course as this. In the test of bi-lateral transfer in the learning experiment, which consists in tracing a star in a mirror, the observer is directed to trace the first half of one star with the left hand before the practice series with the right hand, and the remainder after the practice with the right hand. It would be better to trace the complete star in the first trial with the left hand so that the progress between this and the second trial with the left hand, made after the practice series with the right hand,